



Every Student Succeeds Act of 2015: **Highlights and** **Implementation Updates**

Accountability Roundtable **November 1, 2016**

Every Student Succeeds Act (ESSA)

- Signed into law on December 10, 2015
- Amends the *Elementary and Secondary Education Act of 1965* (ESEA)
- Replaces the most recent ESEA amendment, the *No Child Left Behind Act of 2001* (NCLB)

“ . . . to ensure that every child achieves ”

ESSA – General Information

Continued **requirement** to:

- Assess reading/language arts and mathematics annually in grades 3-8 and once in high school
- Assess science once in grades 3-5, once in grades 6-9, and once in grades 10-12
- Disaggregate results of accountability indicators for all students and subgroups (reporting groups).

ESEA Flexibility (NCLB Waivers)

ESEA Flexibility waivers expired on August 1, 2016. Except as otherwise indicated by USED:

- States will operate under NCLB requirements for 2016-2017; and
- All provisions of ESSA take effect in the 2017-2018 school year.

ESSA Focus Areas

- 1) Challenging State Academic Standards and Academic Assessments
- 2) Accountability, Support, and Improvement for Schools
- 3) Supporting Excellent Educators
- 4) Supporting All Students

ESSA Accountability Indicators

State accountability systems must address:

- ✓ Academic achievement;
- ✓ Academic progress;
- ✓ Graduation rates;
- ✓ Progress in English Learners gaining proficiency; and
- ✓ School quality.



Virginia's state plan will be submitted to the U.S. Department of Education by March 2017.

ESSA Achievement Indicators

- Academic Achievement – *performance on state assessments*
- Academic Progress – *growth or other academic indicator (elementary and middle)*
- Graduation Rates – *4 year cohort rate; extended year rate at states' discretion*
- Progress in English learners toward gaining proficiency – *removed from Title III*

ESSA School Quality or Student Success Indicator

This indicator may measure:

- Engagement;
- Student access to and completion of advanced coursework;
- Postsecondary readiness;
- Student discipline
- Chronic absenteeism
- School climate and safety; or
- Other chosen by state.

Academic indicators must carry much greater weight than the school quality or student success indicator.

Virginia's Draft Accountability Matrix: Academic Outcomes

	Indicator Performance Ratings					
INDICATORS	Level 1	Level 2	Level 3	Level 4	PROPOSED VA ACCRED	REQUIRED IN ESSA
Achievement on Assessments						
Pass Rates on State Assessments*					Yes	Yes
Achievement Gaps*					Yes	Yes
Student Growth/Progress <i>elementary and middle*</i>					Yes	Yes
English Learner Progress					Yes	Yes
Graduation/School Progress						
Graduation Indicator* <i>high school</i>					Yes (GCI)	Yes (FGI)
Drop Out Rates <i>(e.g., 3-year cohort rate, grades 6-9 and 4-year cohort rate, grades 9-12)</i>					Yes	No
College & Career Readiness						
College & Career Readiness Index					Yes	No

Note: GCI = Graduation Completion Index; FGI = Federal Graduation Indicator

* ESSA requires that these indicators be measured for all students and reporting groups
(major racial/ethnic, students with disabilities, disadvantaged, English learners)

Virginia's Draft Accountability Matrix: Opportunities to Learn

	Indicator Performance Ratings					
INDICATORS	Level 1	Level 2	Level 3	Level 4	PROPOSED VA ACCRED	REQUIRED IN ESSA
Student Participation & Engagement						
Chronic Absenteeism <i>(e.g., absent 10% or more of school year)</i>					Yes	*At lease one indicator of school quality required
Student Discipline <i>(e.g., short-term suspensions for most frequently reported incidents or disproportionality of short-term suspensions)</i>					Yes	

Comprehensive Support and Improvement

- ESSA requires identification of at least the **lowest 5%** of Title I schools based on performance for all students, and all high schools with a federal four-year cohort graduation rate below 67%, for comprehensive support and improvement.
- Schools identified for targeted support and improvement due to low-performing subgroups (reporting groups) may also be identified for comprehensive support if they fail to improve over time.

Targeted Support and Improvement

ESSA requires identification of schools that are:

- Consistently underperforming — any school with one or more consistently underperforming subgroups (reporting groups) of students; or
- Low-performing – any school in which one or more subgroups (reporting groups) is performing at or below the summative level of performance of all students in any school identified for comprehensive support,

for targeted support and improvement.

Report Card Requirements

- Reporting on academic achievement levels on state assessments will include:
 - Children of military parents
 - Foster children
 - Homeless students
 - Migrant students
 - Gender categories
- Reporting must also include school quality, climate, and safety data; teacher equity data; and per pupil expenditure information.

Educator Reporting Requirements

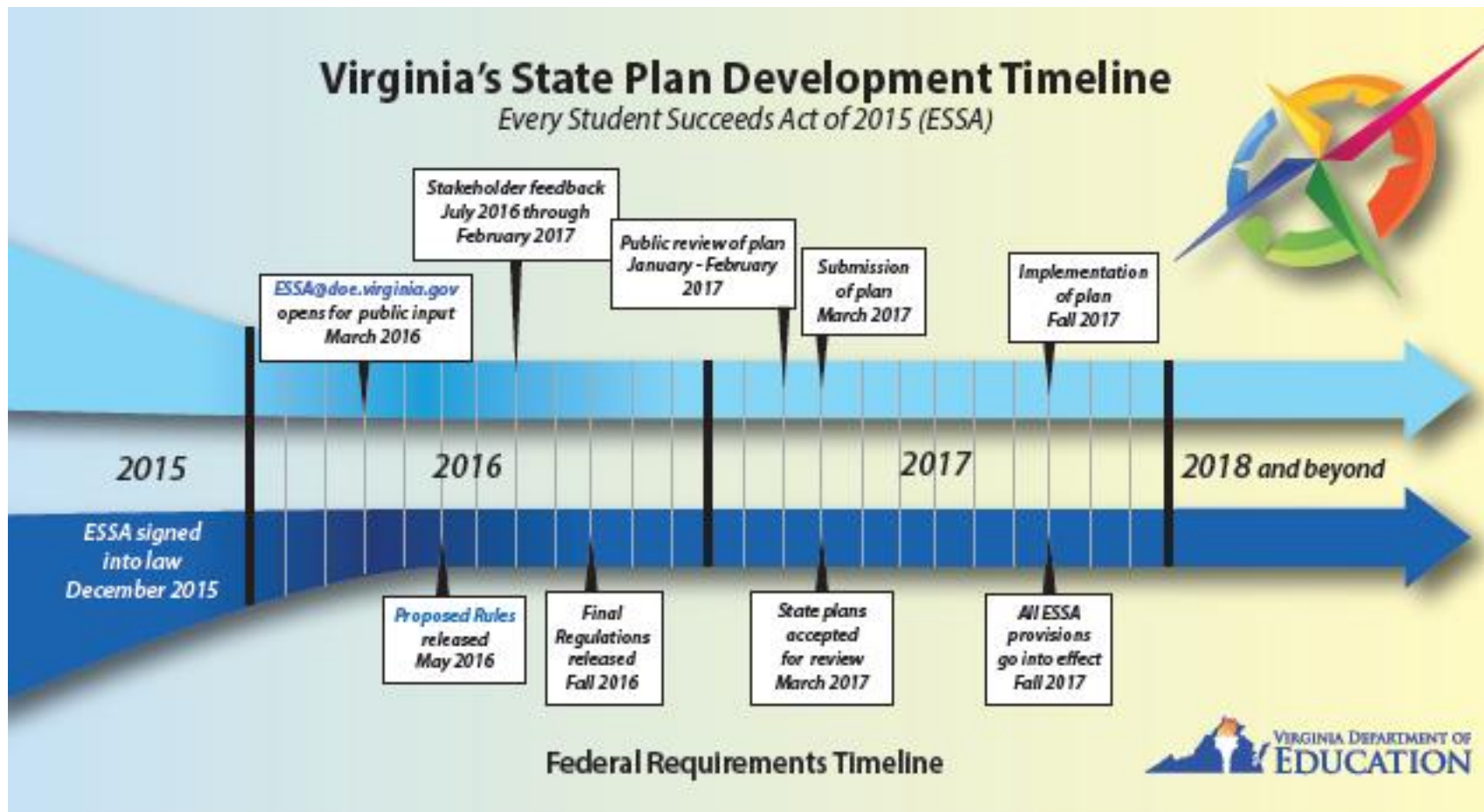
- Teacher equity data (proposed regulations):
 - Report annually the rates at which low-income students in Title I schools and non-low-income students in non-Title I schools are taught by
 - » **Ineffective teachers**
 - » **Inexperienced teachers; and**
 - » **Out-of-field teachers**

Board of Education Public Hearings

- The Board of Education held [public hearings](#) in July and August in Manassas, Williamsburg-James City County, Abingdon, and Lynchburg
- For more information, go to [Public Meetings](#) or download the [Public Hearings Presentation](#)
- Comments are continuously accepted at BOE@doe.virginia.gov

VDOE ESSA Web Site

Virginia's State Plan Development Timeline *Every Student Succeeds Act of 2015 (ESSA)*



Additional Opportunities for Stakeholder Involvement

- The **ESSA stakeholder engagement web page** provides announcements and resources related to stakeholder meetings:
 - Public Hearings
 - EL Roundtable
 - Teacher Effectiveness Roundtable
 - Accountability Indicators Survey

Breakout Session Topics

- Accountability Indicators
- Teacher and Principal Effectiveness, Recruitment, and Retention
- Engaging Families and Communities and Reporting School Success

Each participant will participate in two roundtable discussions.

Questions or comments about ESSA
may be sent to:
ESSA@doe.virginia.gov